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The Science of Language as a Branch of Education.

BY THOS. DAVIDSON.

IF those friends of education who at present are agitating educational reforms by advocating the claims of the sciences to be substituted in the room of the Greek and Latin classics as the main branches of study in our schools and colleges, few, it appears, have thought of including in the new programme the science of language. And yet perhaps this science is the very ground upon which the advocates of classical training and those of scientific education will ultimately meet and agree. It offers, indeed, nearly all the advantages of both.

Whatever the advocates of scientific education may say to the contrary, the study of the classics, pursued in the spirit with which in its best days it was pursued, afforded a training and a basis of culture whose value could not easily be overstated. The minute accuracy and the strict attention to details whereby the imitators of Cicero and Livy sought to replace the lost Roman *Sprachgefühl*, and the acquaintance with prosody indispensable to the correct writing of verses in a language whose rhythm and music had passed forever away, could not fail to produce thoroughness and a critical habit, two results which have contributed more than perhaps any other influence to fit men for exact science. It is true that what ought to have been considered merely as a means was in many cases mistaken for an end, and degenerated into a pedantic and offensive erudition; but, after all, this very erudition did much to foster those mental habits that have enabled us to carry on our great scientific researches and arrive at our great inventions. The method of induction was first put into application on the Latin language. The other great advantage of classical studies was that they opened the doors to the repositories of ancient history and the treasures of ancient art, thus giving

possession of a past that, in a great measure, shaped our present. It was, perhaps, inevitable that christianity, in order to bring about that change of consciousness which was its mission, should for a time crush intellectual freedom and development; at any rate it is certain that it did so, and that every fresh step out of the mental darkness of the middle ages has been due to a fresh infusion into society of the intellectual life of ancient paganism. Since the days of Abelard, the mind of Greece has been slowly rising like a sun to shed light upon the paths of civilization, and none dare yet say whether it has reached its meridian. A direct acquaintance, therefore, with ancient literature was, and still is, one of the very best instruments of culture—a much abused term, but one which ought to signify the placing of the mind in conscious possession of all its faculties, or, in other words, the rendering it conscious of the steps by which it has become what it is.

The tendency of recent educational movements seems to be, to curtail more and more the study of ancient languages and literature, and to substitute in its stead the study of the natural sciences. Movements of a general character employ a kind of fist-logic; there is no resisting them. Individuals who set themselves in direct opposition to pronounced tendencies, in times when martyrdom is not fashionable, are very likely to be entirely overwhelmed; all that they can do, if they would accomplish their ends, is to put themselves and their ideas under the wing of the most popular movement and attempt to influence its direction. It is tolerably plain that the ascendancy of scientific studies, and the decadence of the old classical training cannot long be delayed, and it is still more plain that they ought not to be. At the same time, it would be an entire mistake to suppose that science, in the limited sense in which that term is very frequently employed, can, with advantage, be made to occupy the whole ground of pedagogy. To con-

fine instruction to the natural sciences, to the exclusion of what, with a recent German writer, and for want of a better term, we may call philology—including history, art, literature, and religion—would be a piece of bigotry as narrow as that which makes education mean an acquaintance with Greek and Latin. The true son of science makes the term extend to all branches of human knowledge, holding that whatever men know is science.

But there is knowing and knowing. It is one thing to know the facts, another to know the principles, of a series of phenomena. The former knowledge is a conglomeration of items, the latter is science. Science is emphatically a knowledge of principles and methods, and it ought to be perfectly plain to any one that subjects whose facts merely, and not their principles, are known, can never, with any good result, be made matters of instruction. Unfortunately, the classical languages are, to most of their professors, in this very unsatisfactory condition. It takes ten or fifteen years to make a good classical scholar, and this is by no means to be wondered at, when we consider that Greek and Latin are taught simply as masses of words governed by empirical and seemingly arbitrary rules. Pupils learn the case and tense inflections, the rules for the use of the subjunctive mood and the participle *ā*, as mere facts, which, for aught they can see, might just as well have been quite different. *Sole oriente* is in the "ablative absolute," but what that may mean has not yet been told, and certainly never will be, seeing that the expression is a contradiction in terms.

If the study of languages is ever destined again to become popular, it will be only when they have placed themselves within the pale of science, and submitted to its rules and regulations. In other words, unless the natural sciences are to usurp the whole domain of education, the narrow classical training must widen itself into a study of the science of language, and of those other branches therewith connected, which we have included under the general term—philology. For Latin grammar, we must say comparative grammar; for Greek grammar, the science of language; for Greek and Roman history, universal history and

the philosophy of history; for Greek and Roman mythology we must say comparative mythology; and for the study of Greek and Roman literature, the history of philosophy of art.

There was a time when Latin was the only language in which any man in Western Europe making pretensions to learning, thought it proper to express his thoughts; that time is now long past. There was, however, also a time, not yet far distant, when the histories of Greece and Rome occupied the whole of the past in the minds of scholars and thinkers, when the word *barbarian* still meant nearly all that it meant to the Greeks or Romans. But that time also is gone. Since the days of Herder, and the rise of the German critical school, the past has undergone manifold transformations and extensions, and the scholar who now casts his eyes upon it sees something very different from what he would have seen had he lived a century ago. Much of the landscape that was then thought to have reality, now proves to have been but mirage; much that was shrouded in the mists of ignorance and darkness of prejudice now stands forth in clear relief. There is breaking upon us an idea of the plan of the whole, so that what once seemed confusion now takes its part as portion of a great harmonious creation of mind. Science is now not only possible but actual in regions in which there was formerly nothing but guessing. While the sciences based upon sensation and reflection have been making rapid progress, and extending themselves to all approachable regions, the sciences based upon the understanding and the reason have not been sleeping. That the former should have made more apparent progress than the latter, and become more widely known, and more directly influential, is not to be wondered at. The sciences which demand only the exercise of sensation and reflection, are open to all, for there are few sane persons incapable of using these faculties. On the other hand, the sciences which call for understanding and reason, being accessible only to those higher minds in which these faculties are developed, are long before they can assume a form accessible to the powers of the mass of less gifted minds.

Natural science boasts, or at least many of its votaries boast for it, that it

stops with the results of reflection. As far as natural science is concerned, the boast is a very allowable one; but if it means to imply that knowledge should stop or does stop at the same limits, it is simply contradicting itself by going where it says it can not go.

It is, to say the least, not a very cheering sign that the science, which call for the exercise of the lower faculties only should be taking the precedence in public favor of those which call for the energies of the higher. But so it is, and so it will continue to be, until the studies which at present usurp the place that belongs to those higher sciences are made to give place to their legitimate successors. We would suggest, as the first important step in this direction, the introduction into our schools and colleges of the study of the science of language, and we would at the same time submit that it has all the advantages claimed for classical training, and many more, while it has none of the disadvantages to which the latter is subject. Some of the advantages are these:

First. The science of language is a real science, having its own established principles and methods. As such, it has nearly all the advantages claimed for any science, and as a basis of training absolutely all.

Second. It has the peculiar advantage of being the only science whose material we can always consciously create by means of an idea passing from our own minds. In it, inner and outer are both before us; the consciousness of the individual takes the expression that belongs to the race or the nation.

Third. The science of language has wide bearings and extensive connections. It is capable of clearing up many a contested point in the philosophy of mind; it widens the field of history, carrying it into regions where it could not otherwise penetrate; it furnishes important materials for ethnology, and hence for the solution of the question of man's origin; it forms the indispensable preparative to the science of comparative mythology.

Fourth. It makes tenfold easier the study of particular languages, and thus gives that access to the treasures of ancient literature which has been claimed as one of the great advantages of classical studies. When studied from the

scientific standpoint, languages can be acquired with incredible rapidity, and progress therein is, of necessity, a uniformly accelerated motion.

Fifth. It brings clearly before the mind the relationship existing between nations which have long looked upon each other as barbarians, and thereby extirpates prejudices and widens sympathies.

Sixth. It is one of the easiest and most interesting of all sciences, and one in which the student can add to his knowledge every hour he is conscious.

Seventh. It is a science in which great conquests have yet to be made, and in which, therefore, there is room for accomplished scholars to make their mark.

Eighth. It could be readily introduced into our schools and colleges with very little disturbance of existing arrangements. Teachers of Greek and Latin would find these languages admirable instruments for the illustration of the science, so that, without ceasing to be professors of classics, they might, at the same time, impart to their studies a broad bearing and significance, and be able to claim for them the rights and privileges of a science.


At present there are few persons in America, or indeed in any country save Germany and Denmark, who have anything like a thorough acquaintance with the science of language, particularly in its more recent developments; but it is to be hoped that the extension which the study of German is at present undergoing among us, will lead to a more general acquaintance with the works of the great German philologists. It is truly sad, when such works as Koch's *Historische Grammatik der Englischen Sprache* are in existence, that we can still content ourselves with the absurd apologies for English grammars still current among us. At the same time, it must be confessed, that there are not wanting signs of better things. Bopp's *Vergleichende Grammatik* has been translated into English, and Clark's excellent epitome of the same is not unknown to our scholars. When the latter is introduced into all our high schools and the former into all our colleges, the triumph of the science of language, as an important branch of study, may be regarded as complete.

RESOLUTION.

If you've any task to do, Let me whisper, friend, to you,	Do it.
If you've anything to say, True and needed, yea or nay,	Say it.
If you've anything to love, As a blessing from above,	Love it.
If you've anything to give, That another's joy may live,	Give it.
If some hollow creed you doubt, Though the whole world hoot and shout,	Doubt it.
If you know what torch to light, Guiding others through the night,	Light it.
If you've any debt to pay, Rest you neither night or day,	Pay it.
If you've any joy to hold, Next your heart, lest it grow cold,	Hold it.
If you've any grief to meet, At the loving Father's feet,	Meet it.
If you're given light to see, What a child of God should be,	See it.
Whether life be bright or drear, There is a message sweet and clear Whispered down to every ear—	Hear it.

EDUCATIONAL FORCES.

BY MARY J. CRAGIN.

E considered in the previous article the nature of the forces which have moulded society and left their impress upon its manners and customs, and indeed on all its institutions.

From this we passed to the study of the agencies which work most potently in shaping character in all its diversity. The bearing of all this on the professional work of teachers is obvious, since we touch so many souls, and bear so many influences which reach them for good or evil.

We must remember that we cannot work as the artist does when he carves the statue from the rough marble; souls cannot be fashioned from without, they must grow from within—and the skillful teacher must work as the wise gardener does in caring for his plants. One requires much pruning, another must be carefully nursed in the even temperature of the hot-house, while another will grow into most beautiful proportions if left to battle with every storm unaided and unsheltered. The teacher needs the insight into character which shall enable him to discover the central principle of the child's nature, and then the wisdom to give the kind of discipline which such a nature requires. A teacher must know where to remove obstacles, and where to call forth the

pupil's highest energy to do this work for himself. To one he gives information which he steadily refuses another. One needs to be kept in the sunshine of encouragement, and another will do his best work when most utterly disheartened, for those are the times when he is challenged to put forth every energy to win the victory spite of obstacles.

Our system of public school instruction is an exponent of the spirit of our American civilization. Instead of expending its effort on the favored few, and thus producing the perfect flower and fruit of high culture, its aim is to secure the widest possible diffusion of educational facilities.

The child whose home influences are of the very lowest character is, for at least five hours in the day, brought into a new world. He exchanges the hovel for a building constructed not only with reference to convenience and comfort, but also with an eye to architectural beauty. He exchanges a home of disorder and misrule for the firm, exact, though not rigorous discipline witnessed in all our schools. Habits of neatness and order are inculcated; he is taught to use the tools by which he may open all the store-houses of wisdom and knowledge, and, better than all these, he is shown in the person of his teacher a living embodiment of the results of education and culture. It is through this personal contact with the teacher that the most important work is done for the pupil. Hence we see that it is not what a teacher *does* but what he *is*, that determines his success or failure. It is not in the method but in the man that we must look for the secret of power. To illustrate: The superintendent of our city schools might require that some special method of discipline should be adopted by the teachers; do we not know that the results would be as diverse as the characters of the teachers who employed it?

The attempt of one teacher to copy another, either in methods of discipline or instruction, is almost sure to result in failure, unless the method is first readapted by much careful study.

It is almost marvelous this power of the teacher to impress upon the pupil his personality. We know the high sense of honor which Dr. Arnold called forth among his Rugby boys, until it was regarded as the height of meanness

to tell him a lie. "He always believed every one so." I know a teacher whose success in developing this spirit is quite remarkable. I have known of her leaving her room, in one of the lower grades, for a half day, without any interruption of the work or order.

Another teacher possesses a glowing enthusiasm, and the pupils catch the spirit at once. They are eager for the hour when school opens and for the work which follows. I know of but one teacher who is so successful in awakening this spirit that the pupils regard a shortened lesson as a severe punishment for a failure.

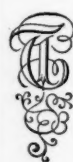
Thus we are day by day writing ourselves on these imperishable tablets. Not only our permanent traits of character are copied, but our transient moods are reflected as from a mirror. We are irritable, the pupils are impatient; we are languid, how soon they cease to work with spirit; we are careless, magnified and multiplied is the image of ourselves the class reflects.

Thus in ways more subtle and impalpable than those which govern molecular action, we are aiding in the development of character, and our true success depends upon what we are, physically, intellectually and morally. We cannot afford the loss which follows the neglect of any of the laws of health. Our best efforts are vitiated by a headache or a cold. We need for our work the highest intellectual culture. We can utilize in the school-room all knowledge, and that freshly gained seems often to possess most vitality; hence the demand that the teacher should always be making new acquisitions. Besides, this is needed for our own sakes. The influences of school-room are not all in one direction. Pupils act upon the teacher, as well as teacher upon the pupils, and upon some natures their influence is narrowing and belittling. Indeed, the natural tendency of this perpetual contact with inferior minds is to make one dogmatic. To escape this we need to come to the great minds who have been the teachers of the world through the ages. We need to study their thoughts, and they will impart to us new vigor and freshness. Let us remember that it is impossible to stand still. If we make no progress we are surely losing ground. Let us appropriate for our culture

everything beautiful in art and nature. We cannot afford to miss an opportunity of studying a fine picture, or of hearing good music. We must be watchful that no beauty of sky or cloud, of tree or flower, is passed by unheeded. Thus we bring to our aid forces whose efficiency we cannot estimate; thus we gain power to kindle enthusiasm in the most wearisome details of school routine, and thus we may make our work a perpetual joy.

THE STUDY OF POLITICAL ECONOMY IN PUBLIC SCHOOLS.

BY M. R. J.



HE prosperity of a nation, the permanence of its institutions, and the happiness of its citizens, depend in no small degree on the wisdom of its rulers. If any one doubts the truth of this proposition let him compare the condition of England under Charles I. with what it was in the time of Cromwell; or France near the close of the Bourbon dynasty, with the same country of to-day.

Whenever the executive power is incapable and vacillating, the people lose confidence, justice is perverted, crime rears its head unrebuked, confusion and anarchy ensue, until at last a revolution occurs which sweeps the ruling dynasty from existence. The overthrow of Charles I., the French Revolution, and the late uprising in Spain, were all caused directly by the inability of the rulers. Sometimes the legislative power enacts laws oppressive in nature, and for which there is no necessity. Trade diminishes, agriculture languishes, until, as when the fault is in the executive department, revolts and rebellions ensue. The "right to tax America cost the British Government thirteen provinces." From these oppressed colonies arose her most powerful rival. The imposition of certain laws on Texas deprived Mexico of her best possessions.

In a government like ours, the son of a hod carrier may aspire to high positions. The cobbler of to-day may doff his apron and don the judicial ermine to-morrow. The man who sews seams, splits rails, or tans leather now, may soon be called on to preside over the greatest republic of the world. A multitude of offices, from an Assistant

Postmastership up to the Presidency, are to be filled. If these places are to be filled worthily, the boys who are in our midst must be instructed in the laws of our land. Our schools should have regularly formed classes in the science of government. Let it be no longer said that nine in every ten citizens cannot tell the meaning of any two consecutive clauses in that Constitution which we all love. There are thousands in Missouri who think the first amendment to that instrument was adopted since the late "unpleasantness." One man who has more than an average amount of education was surprised when informed that twelve amendments had been adopted previous to 1865. There are many who know no more of the articles of confederation than they do of the laws of Lycurgus; and, perhaps, some not so much. Few persons seem to consider that they owe anything to the country, except in time of war. Yet all, from the least unto the greatest, have responsibilities resting upon them. Some are willing to admit this in general terms, and are not a little inclined to boast that the people are rulers. Alas, how ignorant of their duties are many of these rulers! If the matter is not mended, may we—can we—hope for a better end than had Rome and Greece?

We know that many will oppose any change, saying, "Our offices always have been filled. There are many who will prepare themselves and seek the different positions." That many will seek the different places, we admit, but we deny that they are or will be prepared. It is a lamentable fact that men now seek office instead of permitting office to seek them. As a result, office has grown bashful, waits for those who come, and takes them whether fit or unfit. Tricksters and demagogues obtain high positions. Drunkards and prize fighters in Congress; and pay for oysters, champagne, and brandy under the head of stationery. So much has corruption grown that no administration since that of J. Q. Adams can be called honest. Men who prove unable to take care of themselves apply for office. Young lawyers failing to succeed at the bar find the legislature a good place to obtain a livelihood. Once there, they are led by "rings" and two or three "prominent" mem-

bers whithersoever they will. We repeat, that in order to reformation, the people must have just conceptions of the relations existing between themselves and the government. The partnership must be recognized as one in which all the partners are active. We are all willing to accept all the benefits our nation bestows upon its citizens. Too few are willing to make return. Take a single item—that of suffrage. All regard voting as a privilege. Very few consider it as also a duty. In exercising the elective franchise, men suffer themselves to be swayed by friendship, enmity, avarice, or any other passion which may be uppermost at the time. The highest duty of the citizen is discharged with as little thought as a remark is made about the weather.

Under present circumstances, it is difficult to get books and give instruction. Every teacher, however, can get a copy of the Constitution, read it to his school, and explain it by devoting a few minutes to this purpose each day. If we make this beginning, in due time we may expect better facilities for the work.

[We will say for the benefit of our friend, and for the benefit of other tens of thousands of teachers and citizens in the West and South who hold similar views, that "Townsend's Analysis of the Constitution of the United States, a Chart of 52 pages on one roller; an Exposition of the Constitution," and "Townsend's Civil Government," to accompany the "Analysis of the Constitution," advertised in the columns of this JOURNAL, fully meets this want.

We take pleasure in again calling attention to these most admirable works. Ed.]

FREE RETURN TICKETS.

We are assured by Mr. Edwin E. Clark, President of the State Teachers' Association, that arrangements have been consummated with nearly all the railroads for free return tickets over the routes to all those who pay full fare in going to the State Teachers' Association, to be held at Kansas City, commencing December 29th. The prospects are that this will be the largest meeting of teachers ever held in the State. We are authorized and urged to extend a cordial invitation to the teachers of Kansas to be present.

BELLEVILLE, ILLS., Oct. 25th, 1889.



EDITOR OF THE JOURNAL OF EDUCATION—*Dear Sir:* The last number of Vol. 1 contained the question: "Why does the sun shine on the north side of a building?" No. 1, Vol. 2, contained an answer to it, reading thus: "The sun shines on the north side of a building only, when it rises in the east or north of that point, and sets in the west or north of it?"

I consider that to be an answer only for those who need none, because they know all about that matter; no other one will be wiser after reading it. I therefore expected a more perfect explanation in No. 2, but in vain. Considering the matter of so much importance as to be worth trying to clear up ideas about it—and no other, better pen undertaking that task, let mine try it.

In consequence of not being distinct enough, the answer of Mr. or Mrs. "Maria" (let me suppose: Mr.) is incorrect in itself.

The sun *always* rises in the east; therefore, if there shall be found any sense at all in that "east" of said answer, it can only mean the *real, true* east point—the point where the sun rises in the equinoxes, and if so, none of our buildings will have sunshine on its north side when the sun rises in that real east point; that would be the case only with such houses that are south of that east point. But Mr. "Maria" did probably think of *our* buildings that are situated much *further* north than the real east point.

Notwithstanding we had sunshine on the north side of our buildings, some time ago, and after about five months shall have it again, but do not have it now; why? And why is it that the sun does not shine on the north side of our building all day when it shines on it at all?

The following consideration, I hope, will answer all these questions: If the orbit of the earth—the ecliptic—would be in the same plane with the equator, and the earth's axis consequently rectangular to it, all buildings on the northern hemisphere would through all the year never have sunshine on their north side, as all the buildings on the southern hemisphere would never have sunshine on their south side. But since that ecliptic forms with the equator an

angle of about $23\ 1-2^\circ$, the sun rises at a certain time $23\ 1-2^\circ$ south—and, six months after that time, $23\ 1-2^\circ$ north of the equator.

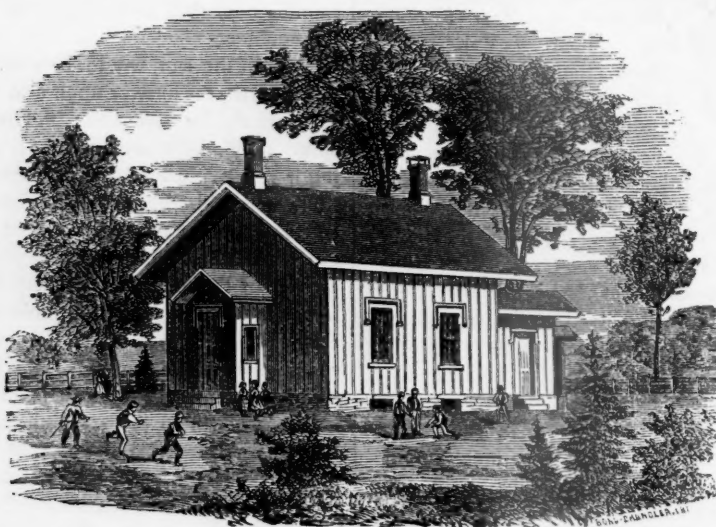
Now, if the sun would be very near to the earth, the answer upon said question would be like this: "The sun shines only on the north side of a building if it rises north of the degree of latitude of said building." But since the sun is about twenty millions of geographical miles distant, the degrees of a circle of that diameter are very much larger than the degrees of latitude of the earth. Now, think of a straight line running from the centre of the earth through, for instance, the 20° of latitude north on earth to the same degree of latitude on the sky, and you will comprehend that the point where that line would meet the sky is very much farther north to our view, than the same 20° on earth, and thus it is why the sun shines on the north side of such buildings which are situated even much further north than a certain degree of latitude the sun may rise in. In consequence of our latitude or polar height, the apparent orbit of the sun is very oblique to our horizon, so that said phenomenon will be seen only for some time after sunrise and for some time before sunset—never at noon in our degree of latitude. At our longest day, summer solstice, a building situated more or less south of the $23\ 1-2^\circ$ will have sunshine on its north side all day, for the longer a time the farther south it is.

Try to Reform Them.

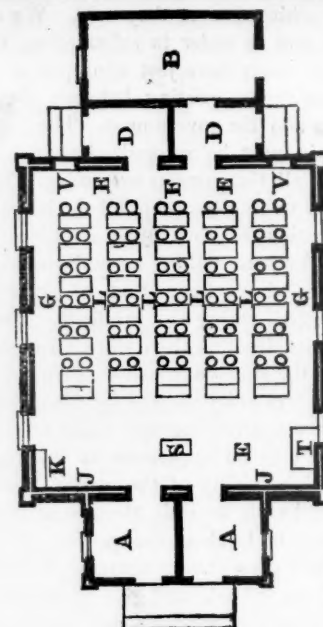
In almost every school, especially in towns and cities, there is always a class who are rough, bad boys, and some teachers are scarcely able to control them. If such boys are allowed to go on they will turn out worse men. Try kindness with them, show them that you believe in them, and it will touch their hearts, and in a short time many of them will inwardly resolve to be better. I know there are some who, if treated kindly, make sport of it before crowds; but when they are alone they feel the act, and are determined to try and please the teacher ever after. We have seen many such cases, and we believe in using kindness.

N. J. SHEPHERD.

LEBANON, ILLS.



DESIGN NO. 1.



This house will accommodate twenty-eight pupils. By adding to the length of the building, room will be afforded to accommodate from thirty-six to forty-eight pupils. A building of this style is probably adapted to a greater number of our county districts than any other. The present school houses, in a majority of the districts, have cost nearly or quite as much as the one here given, and yet they are vastly inferior to it in every element of beauty and comfort. We here have the double porch, affording ample room for entrances and clothes rooms; a schoolroom sufficiently large to give a plentiful supply of pure air; everything necessary to the health and comfort of the pupils, and a building without pretension, that is really an ornament to the district. The ground plan we present will give sittings for sixty pupils.

PLAN OF DESIGN NO. 1.—Main building, 30x24, 13 feet posts. A A. Double porch, 16x8. B. Wood-house, 16x12. D. Passage. 16x4. E. Space in front of desks, 10 feet wide. F. Space in rear of desks, 3 feet wide. G G. Aisles, 2 feet wide. L L. Aisles, 1½ feet wide. H H. Desks, 3½ feet long. I I. Recitation seats, J. J. Black-boards. K. Case for books and apparatus. L. Stove. T. Table. V V. Ventilators.

SHOULD TEACHING BE MADE A PROFESSION?

BY A. V. L.

SOME may think the above question entirely out of date, and look upon it as having been answered affirmatively years ago, and perhaps, *theoretically*, it has been, but *practically*, a negative answer is found in many of our public schools in the country. My acquaintance is not very extensive, but as far as I know, about half the teachers in our country schools are young men who are studying law, or medicine, or preparing themselves for the ministry, and a majority of the other half are in some other business and teach their neighborhood schools in winter because they cannot be profitably engaged on their farm or at their trades, and some of the remainder are young men who want a new suit of clothes, or a horse, or something else, so they teach to get the wherewithal to satisfy their "wants," and a few are teaching and expecting

to teach through life for the interest they feel in the cause of human development and a desire to "do good," as well as to make a support for themselves. These, we may say, are professional teachers; the others, people who merely *keep* school after the old style perhaps, and perhaps after *no* style at all, merely saving themselves from being dismissed, securing their pay, and leaving the district to find another good opening when their means are expended.

What we mean by saying that teaching should be made a profession, is, that there should be a certain course of studies laid down for the teachers to pursue before they enter upon their duties as teachers, and that as no lawyer or doctor would think of entering upon the duties of his profession without having first qualified himself, so no one *should* pretend to teach, without first having prepared themselves for teaching.

I know that in all our Normal Schools there is a "Teachers' Course" mapped out, and that thorough instruc-

tion in this course is given to all who desire it, but I know too that not more than one in ten of our teachers in this part of the country have ever seen a "Normal School," and not half of them would attend a school to fit themselves for teaching even if it was free, board, tuition, and all, for they intend to follow teaching no longer than they can get into something better, besides their wages are as high as "Normal Teachers," and in some places even now, the people prefer a "good old fashioned teacher," who knows how and has the will to use the rod, and can teach "Webster's Elementary Spelling Book" to *any* of the "new-fangled college chaps," as they say.

Now, if I understand the subject, it is public opinion with which we have to deal at this point, and it is our duty as teachers to so mould public opinion on this subject that no person will be employed who is not *professionally* a teacher, and who is not well qualified. Can we do it?

GLASGOW, Mo.

EDUCATIONAL PSYCHOLOGY.

BY HERMES.

Comprehension.

CAN have no comprehension whatever of a million of miles." This is said by the teacher who has just told us that she "has a clear idea of twenty-five feet or of the length of this school-room." It is not unusual to see learned educators wasting ink and paper or—what is worse—taking up valuable time to tell you how they would proceed to "give a pupil an idea of at very large number," say a million.

They have not sufficiently considered that the concept, idea or comprehension of a million is no more difficult nor easy than that of one hundred, one thousand, or even ten. But this will appear upon examination:

(1.) All number—we might say all quantity—is a complex notion involving a synthesis of *continuity* and *discreteness*. So long as it is thought as quantity it is thought as a continuity of similar parts—a unity of many separate unities, each of which is likewise a unity of many. In short, indefinite divisibility is thought, essentially, in all quantity. The moment one thinks an indivisible somewhat, he thinks *quality* and no longer *quantity*.

(2.) Hence, abstractly considered, any number whatever is a mere synthesis of what is multiple and that, too, multiple indefinitely. This twofoldness belongs to the concept itself, and when one has it he has all. Of course the concept of *indefinite* is more comprehensive and universal than that of *one million*, or *one billion*, or in short, of any particular number.

(3.) This will become clearer if we consider—not a given abstract number—but some concrete number. Take for example a million of miles. And first take it as sensuously perceivable. One says: "I can form a clear idea of a rod or a foot; I can see a stick of that length; I can take it in at one glance." But did you ever look at the sun? If so, you have seen at one glance a globe about two and a half millions of miles in circumference. "Ah! but it is so far off. I certainly have no adequate idea of such a vast length as the sun's circumference."

Now you are speaking of "adequate

ideas," but you have no "adequate idea" then of the rod or foot even. For each of these, take note, is composed of indefinitely more than two millions or ten millions of units of length. You cannot say that the circumference of the sun is any more divisible or any less than the foot rule you hold in your hand. Do you tell me—as Herbert Spencer does—that you *can* form a conception of the rock on which you stand, but can *not* of the moon up there, "because too great or too multitudinous to be clearly represented?" Then if you do, I tell you that with a powerful microscope the rock becomes as multiple as the moon, and that your supposed "adequate idea" is none at all, if such is your criterion of an "adequate idea."

(4.) Again, consider the element of distance from the observer as a factor always to be taken into account. (I noticed that you omitted to state at what distance you considered the foot or rod, to be conceivable.) You do not seriously suppose that a given length in space actually takes up room in the mind which conceives, and that the mind labors under a similar difficulty to that of the bodily arms in seizing realities?

At the distance of four inches from the eye one foot covers an arc of more than 90°, and appears of the same length as a hundred feet removed to the distance of a little over thirty feet, and at the distance of the sun nearly three hundred millions of miles!

(5.) Once more, consider that distance is only length and this without breadth and thickness, and you will see that the short line, as well as the long line, is infinite as compared with its breadth or thickness. Thus reduced, the identity of conceivability in both cases will appear.

(6.) Large numbers are as much unities as small ones are. This is the triumph of Reason in the invention of numeric systems. The process is simple: it takes a given constant ratio and runs up and down the scale indefinitely moving by bundles of ten (in the decimal system). Naming the bundles: "units, tens, hundreds, thousands, etc."; or, "tenths, hundredths, thousandths, etc.," it finds itself everywhere the same system and the same idea, concept, comprehension, or whatever mental operation one chooses to name it.

THE ILLINOIS CENTRAL RAILROAD.

St. Louis has now become one of the most important termini of this great thoroughfare. Since the location of Dr. Stennett as General Agent at this point, Mr. M. Hughitt, General Superintendent, with Mr. J. W. Conlogue, General Superintendent St. Louis, Vandalia and Terre Haute Railroad, have consummated arrangements by which through express passenger trains are run directly from this city to Dubuque and Cairo without change of cars. Elegant palace sleeping cars are run on the night trains, so that passengers can leave St. Louis and go through to these points as comfortable as they can now go to Chicago by the new through line.

Close connections are made at Columbus, Ky., with trains on the Mobile & Ohio Railroad, which road, by the way, is now being put into the best possible condition, as its officers appreciate the importance of the commercial relations existing between St. Louis and the South.

We are, by this new arrangement, afforded another outlet for the immense traffic pouring into this great commercial center, and brought into direct connection with the network of railroads all through the South, as well as with Iowa and the great grain producing section of the Northwest. We commend this route to the traveling public.

BETTER ENUNCIATION.

Mrs. M— took her little nephew to church, when a stranger appeared as "an exchange." He read the hymn commencing "Go worship at Emanuel's feet," and the child's attention was arrested; he fixed his eyes intently upon the minister, until the congregation began to sing, and then the ludicrous expression of his face was almost irresistible. With those solemn words trembling on her lips the aunt could not smile; she gently pressed his hand to quiet him. When they were at home he told his father "there a man came to do good; he told the people to wash Patty Manly's feet, and everybody got up and sung 'Go wash Patty Manly's feet.' Oh! it was jolly; wish you had been there, pa."

There was a little playmate just round the corner, in the alley, named Patty Manly. Should not the clergy and the choir enunciate their words correctly?

B.

SPRINGFIELD, MO.

The Journal of Education.

J. B. MERWIN.....Editor.

ST. LOUIS, MO. : : : DECEMBER, 1899.

STATE TEACHERS' ASSOCIATION.

WE learn from Prof. E. Clark, President of the State Teachers' Association, that arrangements are about completed for a grand meeting at Kansas City, commencing

WEDNESDAY, DEC. 29th. The numerous letters of inquiry received from all parts of the State in regard to this meeting, show conclusively that the teachers of the State are keenly alive to its importance. Prof. Clark goes in person, at the invitation of some of the leading citizens, to see how many can be entertained free. The railroads very generously extend the courtesy of *Free return* tickets to all who pay full fare in going. The North Mo. Railroad tendered one of Pullman's elegant palace sleeping cars for the use of the teachers, provided it could be filled for the round trip.

Lectures and essays will be read by the following persons:

Prof. R. R. Calking, St. Joseph, Mo.
 Prof. M. Babcock, Warrensburg.
 Hon. P. McVickar, State Superintendent, Topeka, Kansas.
 Dr. M. V. B. Shatheck, Sedalia, Mo.
 Prof. Geo. H. Ready, Sedalia, Mo.
 Hon. T. A. Parker, Jefferson City, Mo.
 Prof. E. L. Ripely, Columbia, Mo.
 Prof. C. M. Woodward, St. Louis, Mo.
 O. H. Fethers, Jefferson City, Mo.
 J. L. M. Johnson, Perryville.
 Miss Lucy J. Maltby, Sedalia.
 Rev. R. M. Rhoades, Palmyra, Mo.

DUTIES OF TOWNSHIP CLERKS.

THE Township Clerk is chosen annually by the Board of Education at their April sessions, and besides his other duties, acts as their Secretary and keeps the record of their proceedings. He qualifies by filing with the County Clerk the usual oath of office and his official bonds, on which the approval of the Board is required to be endorsed.

He is not only clerk of the township, but also the collector and treasurer. The enumeration of children and estimates for the different sub-districts are

sent to him by the local directors, and by him abstracts of them furnished to the County Clerk. He collects estimates and pays accounts on the order of the Director of each sub-district, or, in case of central or colored schools, on the order of the Board of Education. He receives from the County Treasurer money due the township from State, County or Township funds, which he is required to distribute among the sub-districts according to the enumeration of children in each.

With the estimates and enumeration, the Township Clerk is required to forward to the County Clerk a list of taxpayers in the township, made up from the lists returned to him by local directors. The tax-books are prepared by the County Clerk from these data and others furnished by other officers, and are to be forwarded to the Township Clerks on or before the first day of June in each year. Upon receipt of the tax-book, the clerk announces to tax-payers, by notices posted up at the respective sub-district school houses, the time and place at which he will receive the taxes. This is all the legal notice required, and all taxes are due before September 1st.

A delinquent list, enumerating all taxes not paid by the first of September, is to be prepared by the Township Clerk and returned to the Sheriff (as collector) of the county, whose receipt must be taken, and whose duty it becomes to collect these taxes.

The accounts of the clerk are settled twice a year, at the regular April and September sessions of the Board of Education, upon whose records the settlement is to be entered, and verified by their signatures.

It is made the duty of the clerk to inform himself of the condition of the schools in his township, and make a report thereof annually to the County Superintendent, together with all information regarding such schools that may be called for by that officer. To assist him in this part of his duties, teachers are required to render him statistical reports at the close of each term.

Estimates for central and colored schools are furnished to the Township Clerk by the Township Board, and returned by him along with other estimates to the County Clerk. They are collected, however, from all the taxpayers of the township, and held subject to the order of the Board. The delinquent list is to be prepared and returned to the Sheriff as collector as in other cases.

COUNTY SUPERINTENDENTS.

IF, as is hoped, the General Assembly should continue, the coming session, to perfect the school law already in force and to give practical effect to its excellent provisions by further legislation, there is one point that must not be overlooked. We refer to the term of service and remuneration of County Superintendents. At present this most important of all the school officers is allowed compensation for only sixty days' actual service, and even this compensation has to be fixed by the County Court. Scarcely a more vital matter could be so carelessly treated! At the rate which a County Court—according to custom—fixes for such services, neither the farmer is paid for leaving his crops, nor the professional man for leaving his office, to look after the schools. For the fees would not pay carriage hire! To expect the most intelligent men in the county to look after the schools—and this is what is needed—a reasonable compensation must be given. Heretofore it has been the generous self-sacrifice of such men that has done all that is, thus far accomplished. But this cannot last forever. No man who depends upon his profession for a living can give so large a portion of the year—gratuitously. He cannot do the work as it ought to be done for two hundred dollars!

The County Superintendent should be required to spend at least one hundred and twenty days per annum in visiting schools and holding institutes, and should receive a fixed sum *per diem*, and in addition, a certain per cent. of all the moneys raised in the county for school purposes. By this means his salary should amount to about \$800 in the poorest counties and as high as \$2,000 in the wealthiest. It must never be forgotten that it is in the *execution* of a provision that the practical point lies. If no means are provided to organize the forces of education in the field, it is of little use to make general statutes at Jefferson City. In our Republic, as elsewhere, a cause becomes practical through involving the interest of the individual. Especially work that requires that unity which the undivided attention of one head alone can give to it, must be placed in the hands of a single well-paid officer, and made his interest to elaborate and complete.

Verbum sat.

Missouri Agricultural College.

BY SENEX.



AS one of the educational interests of the State, this topic demands consideration and a fuller discussion in the columns of the JOURNAL OF EDUCATION.

The coming session of the Legislature must promptly provide such an institution, or the grant will be lost to the State.

Missouri has only till about July, 1871, or some year and a half (from the sitting of the Legislature) left, to put one into actual working operation, in order to save this splendid grant. Every other State not in the late rebellion has settled this question except one, and most of the rebellious States.

It is not likely, therefore, after one extension of five years, that another will be granted to the State of Missouri; and, indeed, would it not be shameful to ask for it under such circumstances?

Let us briefly consider the facts.

The Congressional Act was created in 1862, and promptly accepted by the State, and the lands long since located. Lying in the southern part of the State, the hosts of emigration crowding thither loudly call for these lands to be placed in market.

It is a notorious fact, that for railroad ties, and other purposes, most of the best timber is being cut off them. Whilst meantime, for purpose of population, revenue, and business, such masses of vacant lands are very hurtful to the counties that they lie in.

The Constitution says, Art. IX Sec. 4: "The General Assembly shall also establish and maintain a State University, with departments for instruction in teaching, in agriculture, and in natural science, as soon as the Public School fund will permit." The Legislature has established a State University and created the other two departments, for "instruction in teaching and natural science," and provided for its maintenance out of the Public School fund. Why, we ask, is *this other command* of the Constitution neglected?

Why, we ask, is the department for instruction in agriculture slighted and refused? Are the farmers' sons to have less consideration than others? Is agriculture less important than other pursuits? Is there *less* public school funds

provided for this department than to educate professional teachers or men learned in the sciences?

Most certainly not, but far more. For the Congressional grant is designed purposely for an Agricultural College, and can be used in no other way. That it may be applied to support this department in a State University, none will pretend to doubt, and many States have in fact already so applied the land grant. And it is quite apparent that our own failure to create this department in our State University, in accordance with the plain commands of the Constitution, results from our delay and hesitancy in disposing of the Congressional grant. But we must *have one*, in the State University, or violate the Constitution. The grant of Congress enables us to create this department without further burdens of taxation. If we locate that grant elsewhere, we must yet put *one* in the State University or violate the Constitution. *Two* we certainly *will* not, and *ought* not to have. Constitutional obligations ought to be executed on this, as well as all other points, without delay.

It would be only folly to think of taxing our people in these times of depression to build up two such schools in our Western State, to become quarreling and hurtful rivals to each other. Education, and our public schools, are above and independent of party politics and sectarian religion, and must be so in the very nature of things, or they utterly fail. Our Legislature acted on this principle, when it provided for the support of the present State University. Why, then, stop half way in building up a great institution of learning for the State? The State University has now two hundred and fifty (250) students; put the Agricultural College with it, and next year it will have five hundred. In no other way than by connecting it with an existing institution, can we have it in operation in the year and a half of time left to us.

As the lands are yet to be sold, and even when sold, only ten per cent. of the net income of the proceeds can be used in improvements, it is but too obvious that we are forced to lose the grant or connect with some existing institution, and we have no other public one but the State University.

To locate it as a separate and special institution, involves us then in two serious difficulties:

1st. The loss of so much time in building, improving, and fixing to start the working operations of the institution, as to lead to the almost certain forfeiture of the grant.

2d. A separate institution would at once call for an actual appropriation of over one quarter of a million of cash by the State. Each of the States of Illinois, Iowa, Pennsylvania and Massachusetts, creating separate colleges, have made appropriations of nearly and some over that amount, and are not *now* further advanced than we could be in six months by connecting with the State University.

We seriously ask if the Legislature, under all this array of facts, can so trifle with their own Constitution, and start a separate institution?

Our present splendid educational system, State University, Normal Schools, and Free Schools, have just got into working order, and let us, as wise men, sustain them liberally.

We believe that no other existing institution has been spoken of as proper to connect with this; therefore, let the subject be at once wisely and safely settled, by putting the Agricultural College with the State University early in the session of the next Legislature.

SEDALIA, Mo., Nov. 28, 1869.

QUERIES.

Are the columns of the JOURNAL OF EDUCATION open to and at the services of those who, in well written articles, wish to give their views and opinions in relation to the following question?

Ought the Missouri Legislature to be petitioned to appoint a committee to investigate the reason why the Cherokee Indians and the Sandwich Islanders can learn to read their bible in three or four days, while it takes the Anglo-Saxons three or four years to learn to read their bible?

WM. HAMLETT MORGAN.

GLASGOW, Missouri.

[We are afraid they won't appoint.—Ed.]

"I despise this way of spelling contrary to nature."—Crockett.

"It is generally admitted that the orthography of the English language is more complicated than that of any other language."—Comstock's *Phonology*.

"The rules of English orthography are exceedingly indecisive."—Chambers' *Encyclopedia*.

"The orthography of the English language is attended with uncertainty and perplexity."—Murray's *Grammar*.
W. H. M.

Book Notices.

HISTORY OF ENGLAND FROM THE FALL OF WOLSEY AND THE DEATH OF ELIZABETH. By James Anthony Froude, M.A. Popular Edition. New York: Charles Scribner & Co. For sale by St. Louis Book and News Company.

To any one who wishes to attain a clear understanding of the present condition of British society, and of British parties in Church and State, there is no period of English history so full of food for thought as that illustrated in this work. Nor is there any period, the true history of which has been more obscured by the partisan manner in which it has almost without exception been treated. England had only partially recovered from the turmoil and anarchy of the long period of the wars of the Roses when a new occasion for confusion and deep seated ferment was forced upon her by the religious reformation of the sixteenth century. From this period date all modern parties in England; in fact this was the beginning of modern as distinguished from mediæval times. Yet these were necessarily times of great political excitement and bitter rancor, which must make us cautious in receiving the statements of contemporary writers. It is only after time has tempered political contests of their bitterness that their history can be dispassionately written, and then to adjust facts amid the throng of jarring statements, calls for a calmness of judgment and a solid mental equipoise which few who have written of that age have attained to.

Mr. Froude, who is an eminent English scholar and Fellow of Exeter College, Oxford, has devoted many years of patient study to this work. Access to many public documents of the time which were unknown to earlier writers, has enabled him to avoid many of the errors they have fallen into. Especially with reference to the character of Henry VIII he propounds views which are startling to those who have taken their opinions from Hallam and Hume and Miss Strickland, from their complete variance with the character these writers have ascribed to him.

Whether Mr. Froude's readers will accept entirely his views is not so certain, but they will give him credit for frankness and will admit their plausibility.

England and Protestantism owe enough

to this great monarch to give him a fair hearing, and not to believe without good evidence that he was guilty of conduct so dastardly, so audacious, and so foolishly wicked, that as Mr. Froude says, "history will be ransacked in vain to find a parallel." He may have been wicked, but to believe all that is said of him compels us to believe in such a stupid, blind, subserviency on the part of citizens of London, and of the two houses of Parliament, as is gratuitously insulting to the descendants of the men who forced the charter from King John, and the ancestors of the stout hearts who brought Charles I to the block. Historians must not make too heavy drafts on our credulity. Of two doubtful assertions, that which is more reasonable must have credit, and those who have seen in Henry nothing but a human monster have overdone their task.

Mr. Froude's sketch of the rising in Ireland in 1534-5 is clear and comprehensive, and might pass for the story of many another Irish rebellion. The author possesses fine descriptive powers, and an easy flowing style, which makes it a pleasure to read his book. He evinces a singular knowledge of character and comprehension of motives, making it to seem at times as if the character he describes spoke through him, whether it be Anne Boleyn or Wolsey or the King. He puts himself, more than any historical writer we know, in their places in turn, and deals impartially with all. You rise from his book feeling that you know them better than you ever did before.

This work is issued in 12 volumes 12mo., of which we have received the first two; the others are to follow rapidly, and will be sold at \$1.25 per volume. They contain precisely the same matter as the "Library Edition," which is issued at \$3 per volume. The popular edition is printed in large type, on white paper, handsomely bound in brown muslin, and externally will be an ornament to any library. The history-reading public will be much indebted to the publishers for putting so valuable a book in a shape to make it generally accessible.

THE POLAR WORLD. By Dr. G. Hartwig. New York: Harper & Brothers. For sale by E. P. Gray.

The author of this book is known as an eminent writer on Physical Geography, and especially by his work on the

Tropical World, in which he described in fascinating style the wonders of nature in those regions of the globe. This volume is a description of nature in both the Arctic and Antarctic regions, as revealed to explorers from the first Scandinavian discoveries of Iceland to Hall's late expedition in search of the possible survivors of Sir John Franklin's party. In the short space we are compelled to give to the book, any synopsis of its contents is impossible. Suffice to say that it contains descriptions of all the various tribes, countries, and land and marine animals within and contiguous to the Polar circles, histories of voyages of discovery, adventure and colonization, Russian conquests in Siberia, full accounts of the Russian and Hudson Bay Company's operations in the fur trade, a description of Alaska, with a history of its purchase by the United States, and—in short the book is a compendium of all that is known of the world at the Poles.

The American edition is adorned with numerous illustrations from various authors, which are not found in the original. We look upon this as one of the most attractive and valuable books of the season. Its complete index gives it particular value as a book of reference.

THE TWO BARONESES. By Hans Christien Andersen. New York: Hurd & Houghton. For sale by St. Louis Book and News Co.

In this day of great benevolent activity, of founded institutions, and Christian associations to ameliorate the condition of humanity, it is pleasant to find an author who builds his success upon genuine human nature as found in Denmark, where the peasant sits at the table of the nobles, and "the desolate are set in families" as if it were, as it really should be, the most natural thing in the world for the great human family to mingle together. The elderly Baroness is a portraiture of eccentricities, which could have been tolerated only in Copenhagen, but her generosity to her fellow creatures is Christ-like. The younger Baroness has led us delightfully through the book with her invisible thread of piety. The glimpse of Frederic the Sixth and his dying words—" 'tis cold, wood for the poor"—will recommend to his sympathizers this interesting volume.

WRECKED IN PORT. By Edmund Yates. New York: Harper & Bros. For sale in St. Louis by E. P. Gray. Paper, 50c.

This is No. 329 of Harpers' Popular

Library of Select Novels. That this firm has issued it in this form is a guarantee for the worth of the book, if the author's name did not sufficiently recommend it. In his line Mr. Yates has been considered next only to Dickens.

THE ROMANCE OF SPANISH HISTORY. By J. S. C. Abbott. New York: Harper & Brothers. For sale by E. P. Gray, St. Louis.

Those who have read Mr. Abbott's Life of Napoleon will admit at once his qualifications to write on the Romance of History. History, indeed, written by him would be little else but romance. But in the History of Spain the commonplace that "truth is stranger than fiction" assumes a vivid reality, and the boldest romancist finds it hard to add embellishment to the facts he has to recite. In this book, therefore, the fault is not so much of commission as of omission.

A history of the American Revolution without mention of Gen. Greene, or of the British naval power without an allusion to Lord Nelson, would hardly be considered reliable, but it would be the exact parallel of the part of this book which treats of the 11th century—and the *Romance of History* remember—and omits all mention of Ruy Diaz, so celebrated at that period and in the centuries succeeding in all Spanish romance and song as "The Cid," the most renowned champion in the Moorish wars. This man was in his day as well known as his contemporary, William the Conqueror, and is a part of any true history of Spain. The reader of Mr. Abbott's book could more readily have spared the pages he has devoted to his idol Napoleon, and consented to have it end, where all the romance actually does end, with the death of Don John of Austria, near the close of the 17th century. In all externals the volume sustains the established reputation of the Harpers.

GEORGE ELIOT'S NOVELS. Harpers' Library Edition. With illustrations. Five Vols., 12mo., Morocco Cloth. 75 cents each.

ADAM BEDE.

THE MILL ON THE FLOSS.

FELIX HOLT, THE RADICAL.

SCENES OF CLERICAL LIFE, AND SILAS MARNER, THE WEAVER OF RAVELOE.

ROMOLA. St. Louis: E. P. Gray.

We have only received and read again Felix Holt and Romola of this Library Edition. The type is clear and the illustrations are good. We do not care to be drawn into the controversy be-

tween the publishers of the rival editions, but we are glad to have books of this class multiplied, and we hope the competition will create such a demand that the thousands who have never before read these books will now read them. "George Eliot" stands in the first rank of modern fiction writers.

ADVENTURES ON THE GREAT HUNTING GROUNDS OF THE WORLD. By Victor Meunier. Illustrated with twenty-two woodcuts. New York: Charles Scribner & Co. St. Louis. For sale by St. Louis Book & News Company.

What a book for boys, though the stories are so wild and so well told, that it will be apt to unduly excite many of them. If some of these scenes could be read as a pastime in our schools now and then when a "heavy" day comes upon both teacher and pupil, it would do good. We believe in a larger freedom for the introduction of some such change as this than is now used by most of our teachers. This book will create a new interest wherever it is read in the study of the animal kingdom.

WONDERS OF THE DEEP. By M. Schele de Vere. New York: G. P. Putnam & Son. For sale by St. Louis Book & News Co.

Remarkable facts in natural history, relating principally to marine life, animal and vegetable, told in an attractive way by one of our ripest scholars. The chapters entitled "A Pinch of Salt," and "A Grain of Sand," are worth the price of the book. We have learned from this book something new about intelligence in oysters. It seems they can be taught, and taught too what some people never learn—to keep their mouths shut.

STORIES FROM MY ATTIC. New York: Hurd & Houghton. For sale in St. Louis by St. Louis Book & News Company.

A small volume of short sketches and stories to please parents and children alike, all inculcating charity and love, without a prosy moral among them. The way the author makes cats, and car horses, Parian statues, and pen-wipers all talk to one another and to his readers, is charming and unequalled.

A CHAPTER OF ERIE.

Fields, Osgood & Co. publish a volume, containing the facts connected with the Erie Railway management, told by Mr. Charles Francis Adams, Jr., in the April number of the North American Review, with large additions. Mr. Adams says that nothing of any

material importance has been stated which cannot be authenticated by the sworn evidence of those best acquainted with the truth.

DIAMOND EDITION OF LOWELL'S POEMS.

Messrs. Fields, Osgood & Co. have just added to their Diamond Series of the poets the poems of James Russell Lowell. This edition presents the reader with Lowell's complete poetical writings, including, of course, the famous "Biglow Papers," "A Fable for Critics," and "Under the Willows."

CHARLEY ROBERTS SERIES. By Miss Louise M. Thurston.

HOW CHARLEY ROBERTS BECAME A MAN.

HOW EVA ROBERTS GAINED HER EDUCATION. Boston: Lee & Shepard; St. Louis, E. P. Gray.

Two capital books for both boys and girls. Let us have the rest of the series. They ought to be read in all the day schools as well as the Sunday schools. Miss Thurston strikes the right key. *Character* is the thing most needed at this time in all places.

THE VILLAGE ON THE CLIFF. By Anne Isabella Thackeray. Boston: Fields, Osgood & Co. St. Louis Book and News Co., St. Louis.

We welcome the addition to the "Household Edition" of Miss Thackeray's works, of which this pretty story and a collection of miscellanies compose the first volume. This lady's first introduction to American readers was through the Cornhill Magazine during the period when it was conducted by her father, whose genius in some respects she inherits. Take away from him his biting sarcasm, and put in its place a feminine tenderness and a love of out-door nature which he rarely manifests, and you have his daughter. The scene of this story is laid in the north of France, where many of her scenes are laid. They depict a life and society unfamiliar to most readers, but which she invests with a real charm.

NOTES IN ENGLAND AND ITALY. By Mrs. Hawthorne. G. P. Putnam & Son, New York. For sale by St. Louis Book and News Company, St. Louis.

Mrs. Hawthorne has found that both in England and Italy which had not been told us, and which we welcome in her charming book. Brimming full of love for art and nature, and exhibiting the woman of culture and true artist in every page, and yet without a touch of pedantry or jargon, she gives us her impressions of scenery, architecture, pictures, and sculpture with a frankness and freshness that is new and delicious. It is plain that these letters were not originally intended for publication, nor has their charm been taken away by murderous editing to fit them for the eye of the public.

Magazine Notices.

Harpers' Magazine commences its fortieth volume with the December number. What a world of entertainment and information in the thirty-nine that preceded it! The sources do not seem to be drained yet. The present number opens with the first installment of "Frederick the Great," which seems to be abridged from Carlyle. The second chapter of "Beast, Bird and Fish" treats of fish of the sea and how they swim. Then comes Mr. Blaikie, Secretary of the Harvard Boat Crew, in a spirited account of the international race. Next a solid article on "Ecumenical Councils" from that of Nice, fifteen centuries ago, down to that of 1870, soon to meet in Rome. Stories and lighter sketches are interspersed, and last of all, but by no means least in interest to old readers of Harper, come the Editor's Drawer and Easy Chair and Literary Record, to which of late a Scientific Record has appropriately been added.

This magazine is without a rival in respect to illustrated articles, which its publishers make a specialty.

The Atlantic opens with another spicy article from the indefatigable Par-ton on "Uncle Sam's Treatment of his Servants," wherein are ventilated salaries in the civil service and kindred topics. "The Dead Level" is a rather pointless satire on modern progress. "American Industry in the Census," "The Increase of Human Life," "Life Saving as a Business Duty," and "John," all deal with living questions of the day. Then we have the account of the tragic death of Joe Smith, the Mormon prophet, which will be fresh to most readers, and another installment of Mr. Hale's quaint "Brick Moon." On the whole, this number is exceptionally practical in its contents, but without any diminution in its literary merit.

The *Galaxy* for December is a splendid number. The table of contents gives us more than the usual variety of valuable matter. We read with interest Dr. Draper's article on "The Breath of Life," "A Marriage and a Theory," and Richard Grant White on "The Morals and Manners of Journalism." Sheldon & Co. present a list of contributors for

1870 which ought to insure for "*The Galaxy*" a circulation equal to that of any other magazine in the country.

Putnam's for December is interesting as usual. Mr. Putnam gives us another installment of "Leaves from a Publisher's Note Book," and our old friend, G. W. Bungay, sings like a true poet—as he is—of Crimson, Blue and Gold. Prof. T. B. Maury talks about the "Dumb Guides to the Pole" in a way to astonish people who have not given that subject much thought. The "Table Talk" is brim full of interesting and valuable matter too.

The *Riverside Magazine*, published by Hurd & Houghton, for December, comes as fresh and prompt and interesting as ever. We wish the trash and twaddle found in the so-called "books for children" could be permanently dispensed with, and the money and time put into such instructive and entertaining matter as "*The Riverside*" gives each month. "The Story of a Book" ought to be read by all the school children. In fact, we do not remember a poor article in its pages. Its illustrations, too, are superb and abundant. It enters upon its fourth year in January, and the publishers say that the articles are to be wiser and wittier; the pictures more beautiful and more entertaining; the enigmas more and merrier; and the whole volume in its monthly visit to firesides in town and country, the most welcome, enjoyable and hearty visitor to be asked for.

The *London Quarterly* for October contains the most elaborate article on the Byron mystery that Mrs. Stowe's recent effort has yet elicited. In an article called "Islam," the life and character of Mohammed and the doctrines he taught, are discussed in peculiar style. Political articles such as "The Reconstruction of the Irish Church," which is a political—not by any means an ecclesiastical—topic, and "The Past and Future of Conservative Policy," social ones, like "Sacerdotal Celibacy," theological ones, like "Isaac Barton," and economical ones, like "The Water Supply of London," occupy the rest of this number with solid, useful matter. For sale by St. Louis Book and News Company.

The *Edinburgh Review* has a solid 20-page article on the Ecumenical

Council, followed by a notice of "Freshfield's Travels in the Caucasus," a district of which Caucasians, as we proudly call ourselves, ought to know more. The Duc d'Aumale's "Lives of the Condés" comes in for a favorable review, and handsome compliment to its noble author. Count Bismarck gets a notice not so flattering. Mills' book on the "Subjection of Women," is reviewed in rather caustic style. In both its literary and political articles, the *Edinburgh* for October is up to its own high standard. For sale by St. Louis Book and News Company.

Lippincott's is one of our youngest magazines, ending its second year and fourth volume with the December number. As a literary magazine its reputation is of the very highest. Besides the usual serials and other stories, it always contains pithy, practical articles on topics of general interest, as in this number, those on the "Coming Crisis in Canada," "The Seventy Thousand," "Tobacco," and "Shall he be Educated?"—any one of which is worth the price of the magazine.

The *Atlantic Almanac* for 1870 is full of choice reading, its astronomical and statistical matter is copious and exact. The excellence of its artistic illustrations, ought, with a single exception, perhaps, to protect it—as it does—from censure, for the miserable "daub" kindly named for us "Spring Time." After summarily disposing of this, we turned to the following table of contents with a zest and relish which we wish all the readers of the *JOURNAL* could enjoy as much as we did. We have: "A Good Word for Winter" by James Russell Lowell; "Swimming," by Thomas Wentworth Higginson; "Two Ifs," by Elizabeth Stuart Phelps, author of the "Gates Ajar"; "The Modern Sindbad, or Thirty-one States in Thirty Days, being the Diary of George Greenfell, an Englishman," by Edward Everett Hale; "Bopeep," by W. D. Howells; "Song-Birds of America," by Thomas M. Brewer,—a description of the White-throated Sparrow, Bobolink, Thrushes, etc., with illustrations; "Somebody's Humming-bird," by Nora Perry; "In and Out of the Woods," a record of experience and adventure in the Adirondacks, by Kate Field; "A Farm-Yard Song," by J. T. Trowbridge; "Chops the Dwarf," by Charles Dickens; "The Breaking of the Truce," translated from Homer's *Iliad*, by William Cullen Bryant; "My First Waltz," by W. M. Thackeray; "The Mystic," by Alfred Tennyson; "Little Miss Wren," by Miss Mitford, and other interesting contributions.

THE UNCLE SAM SERIES FOR AMERICAN CHILDREN. Boston: Ticknor & Fields.

Fields, Osgood & Co. send us with *The Atlantic Almanac*, the Uncle Sam Series for American children, comprising—

The Story of Columbus, by John Townsend Trowbridge, with illustrations by Alfred Fredericks, engraved in printed colors by Bobbett, Hosper & Co.

A poem in several parts, both musical and interesting.

The Ballad of Abraham Lincoln, by Bayard Taylor, with illustrations by Sol. Eytinge, Jr. Engraved and printed in colors.

The story of Putnam, the Brave, by Richard Henry Stoddard, with illustrations by Alfred Fredericks. Engraved in printed colors. A poem.

Rip Van Winkle and his Wonderful Nap, by Clarence Stedman, with illustrations by Sol. Eytinge, Jr. Engraved and printed in colors. A poem of very pleasing measure, embracing the chief points in the story of Rip Van Winkle.

These books will charm and instruct the children for months, and we commend them most cheerfully. For sale by the St. Louis Book and News Company.


THOUGHT without action, is but as the vapor that passes away, in exhalation beyond the cognizance of the senses.

THE NORTH MISSOURI RAILROAD.

We have had frequent occasion, since Mr. H. C. Knight assumed the position of Gen. Supt. of this road, to commend its management and the splendid facilities afforded the traveling public by the improvements which he has inaugurated. This is now the popular route to the Pacific coast from St. Louis. One of Pullman's palace cars is attached to the 9:30 A. M. mail and express, which goes through to Omaha, via the MISSOURI VALLEY RAILROAD, without change, arriving there in time to make immediate connection with the California train leaving at 9 A. M.

The trains leave as follows: Mail and express leaves daily except Sunday at 9:30 A. M. Night express daily at 4 P. M. St. Joseph express daily at 12 midnight. St. Charles accommodation daily except Sunday at 10:20 A. M. and 4:45 P. M.

In order to make *immediately effective* the two last pages of this journal, to which it may be unnecessary to call attention further, our readers should *at once* have the Resolution and words of commendation read to teachers and school officers, and the blank filled up and sent in.

Reader, will you send in the blanks *filled up* with names of subscribers? 

EDUCATIONAL INTELLIGENCE.

UNION MEETING.—Mr. John E. Vertrees writes us that there is to be a union meeting or Teachers' Institute of the teachers of Grundy, Sullivan, Putnam, Mercer, Harrison, Davies, and other adjoining counties, at Trenton, commencing Monday, Dec. 27th, and running through to Tuesday evening. We are glad to call attention to this meeting. We should like to respond affirmatively to the very courteous and pressing invitation of our friends to be present, but dare not promise.

We hope they will close in time to attend the session of the *State Teachers' Association* at Kansas City, commencing Wednesday, December 29th. Come down in a body and let us all shake hands together, and rejoice over the progress made.

FRANKLIN COUNTY.—A correspondent of *The Union Appeal* has been looking in upon their school at Union, and says:

"We were surprised at the industry and perseverance manifested, and the healthy spirit of emulation that have been engendered by the activity of Mr. L. Frank Parker and Miss Menken, the teachers of our schools. Good order and the strictest attention to their duties on the part of the pupils prevailed, with remarkably few exceptions. This may be, in part, attributed to the rules of punctuality and regularity impartially enforced by the teachers, whose efforts in this direction, we are happy to say, are cordially seconded by the parents. The total number of pupils enrolled in Mr. Parker's department are 57; average attendance, 49. Whole number enrolled in Miss Menken's department, 54; average attendance, 40.

In some respects the citizens of Union may feel a just pride in their school house. It is very nicely furnished. A good assortment of useful charts, maps, a globe, etc., make studies easy for those that learn, and instruction light for those that teach. The seats with which the school rooms are furnished are very serviceable as well as really ornamental. They were purchased of the Western Publishing and School Furnishing Co. of St. Louis, of which Maj. J. B. Merwin is President.

JEFFERSON COUNTY.—We are glad to learn from those who were present

at the Institute held at Victoria, that all were most agreeably disappointed in the attendance of so large a number of teachers and the enthusiasm manifested. We congratulate Mr. Jennings, the County Superintendent, as well as the teachers of Jefferson county, on the good work so well begun.

Addresses were delivered by Rev. Mr. Edwards, assistant editor of the *Christian Advocate*, Ex-Gov. Fletcher, and Mr. Edwin Clark, Assistant Superintendent of Public Schools. Mr. Jennings seems to carry with him into Jefferson county the interest manifested while a member of the School Board of St. Louis, and what is better, brings this interest and experience to bear effectively there as a good example.

JOHNSON COUNTY INSTITUTE.—About *eighty* teachers present. That shows work, interest and success.

Mr. Smith, the County Superintendent, has been indefatigable in his labors, and he has an able corps of teachers scattered all through the county. The schools add full 25 per cent. to the property of the county.

LAFAYETTE COUNTY.—The schools of Lafayette county, both public and private, are in a very flourishing condition. Prof. G. K. Smith, the County Superintendent, in his efforts to provide for the schooling of every child in the county, is sustained by the people, as they see that education furnishes the means for independence and wealth. New school houses are being erected in all parts of the county. Lexington, the county seat, has for years held a high rank as a center of wealth and refinement.

ST. LOUIS COUNTY.—The teachers of St. Louis county held their semi-annual session of the Institute, November 25th, in the elegant hall of the Polytechnic Institute, the use of which was cheerfully and freely granted them by the Board of Education.

A large number were in attendance, and what gave zest and interest to the gathering was the fact that nearly all the members took an active part in the drills, discussions, and other exercises, both day and evening. Then too, they had fine music, which always enlivens meetings of this kind.

Great credit is due Mr. Murphy, the County Superintendent, for the change

which has been wrought in the schools of the county within three years. Prof. E. Clark, the Assistant State Superintendent, was present, Professor Spencer, of the Spencerian System of Writing, and a number of other educators.

The marked feature of the evening session was the elaborate and carefully prepared essay on "Text Books," read by Mr. Wm. T. Harris, Superintendent of the City Schools. We think if it had been generally known that this essay was to be read, the hall would have been full.

We have not the space to give anything like a fair synopsis of it, but we hope it may be read again before the State Teachers' Association. The resolutions passed were published in the daily papers.

OFFICIAL DEPARTMENT.

IMPORTANT TO SCHOOL OFFICERS.

OFFICE SUPERINTENDENT PUBLIC SCHOOLS.
City of Jefferson, Dec. 1, 1893.

TOWNSHIP CLERKS.

The School Law, Sec. 16, makes it the duty of the Township Board, at their session in April, to choose some competent person to act as clerk of the township, and also as collector of the taxes for school purposes in the township. He is required to give bond, with sufficient security in double the amount of money likely to come into his possession, payable to the township, to be approved by the Township Board, that he will faithfully pay over and account for all money that may come into his possession. This bond must be approved by the Township Board, and filed with the clerk of the county. It is made his duty to keep a record of the proceedings of the board, to forward an abstract of the enumeration of children to the county clerk, as made to him by the directors of the sub-districts in his township, and to pay out all moneys coming into his possession to the parties to whom said moneys may become due, upon the orders of the director thereof, to keep a true account with each sub-district, and distribute the revenue derived from the State, county and township funds, among the various sub-districts in proportion to the enumeration of pupils resident therein.

In paying out money upon an order of the director, the township clerk should require *vouchers*, or evidences of the indebtedness to be presented with

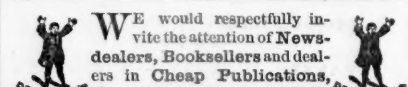
the order. For instance, if an order be presented to a person for putting up a school house, or furnishing material therefor, a bill properly made out and signed by the party to whom the money is due, should accompany the order.

If an order be presented by a teacher, the township clerk should require the teacher presenting the order to comply with the requirements of section 84, and if his contract is that he shall be paid by the month, then monthly statements should be made, and a summary of these statements should be made at the end of the term for which the teacher was hired. No money should be paid out by the township clerk without satisfactory evidence of a legal indebtedness accompanying each order presented, and to this end such clerks should inform themselves upon everything in the school law pertaining to their duties.

ST. LOUIS, Nov. 24, 1893.

NOTICE.—Having resigned the office of Secretary and Treasurer of the Western Publishing and School Furnishing Company, all payments of accounts due said Company should be made to J. B. MERWIN, the President of the Company.

I shall continue at 702 Chestnut street, Polytechnic Building, the Book, Stationery, and Roofing and Sheathing Paper business, formerly carried on by the W. P. and S. F. Co. Thanking my friends for their past favors, I shall hope by promptness and fair dealing to merit their continuance in future.
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RAILROAD TIME TABLE.

Departure and Arrivals of Trains at St. Louis.

CHICAGO AND ALTON RAILROAD.*		
	Leaves.	Arrives.
Morning Express (Sundays excepted).....	6.30 a. m.	11.00 p. m.
Lightning Express (Saturday excepted).....	6.50 p. m.	11.30 a. m.
Night Express, running through to Bloomington Saturday night.....	3.45 p. m.	9.00 a. m.
Sunday Express.....	6.30 p. m.	
Peoria and Quincy Express.....	11.15 a. m.	5.20 p. m.

INDIANAPOLIS, TERRE HAUTE AND ST. LOUIS RAILROAD.*		
Day Express (Sundays excepted).....	6.45 a. m.	8.25 a. m.
Lightning Express, (Saturdays excepted).....	8.30 p. m.	3.00 p. m.
Night Express (Sundays excepted).....	2.00 p. m.	9.05 p. m.
Sunday Train.....	8.30 p. m.	

PACIFIC RAILROAD.		
Mail Train (except Sundays).....	9.50 a. m.	10.50 p. m.
Express Train.....	4.35 p. m.	6.00 a. m.
Meramec Accommodation.....	1.20 p. m.	
Washington Accommodation.....	8.48 p. m.	
Franklin Accommodation.....	7.30 a. m.	1.20 p. m.
Sunday Trains—For Franklin.....	9.50 a. m.	1.30 p. m.
Trains on the Boonville Branch leave Tipton at 7.30 a. m. and 6.50 p. m.		

ST. LOUIS AND IRON MOUNTAIN RAILROAD.		
Mail, (Sundays excepted).....	7.45 a. m.	11.30 p. m.
Express, daily.....	5.30 p. m.	9.00 a. m.
Desoto, (Sundays excepted).....	4.00 p. m.	8.40 a. m.
Carondelet and Docks.....	6.45 a. m.	6.30 a. m.
".....	8.30 a. m.	8.45 a. m.
" and Docks.....	10.30 a. m.	10.05 a. m.
".....	12.00 m.	11.45 a. m.
" and Docks.....	2.15 p. m.	2.00 p. m.
" and Docks.....	4.00 p. m.	3.45 p. m.
".....	5.00 p. m.	4.35 p. m.
".....	6.30 p. m.	6.15 p. m.
".....	8.00 p. m.	7.45 p. m.
".....	12.00 m.	11.45 p. m.
Sunday Trains—Express.....	5.40 p. m.	10.05 a. m.
Carondelet.....	8.00 a. m.	7.45 a. m.
".....	9.15 a. m.	9.07 a. m.
".....	10.30 a. m.	10.05 a. m.
".....	12.30 p. m.	12.15 p. m.
".....	5.00 p. m.	4.35 p. m.
".....	5.45 p. m.	5.30 p. m.

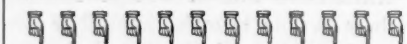
NORTH MISSOURI RAILROAD.		
Mail and Express, (Sundays excepted).....	9.30 a. m.	10.30 p. m.
Night Express, (daily).....	4.00 p. m.	6.30 a. m.
Macon Express.....	12.00 p. m.	5.40 p. m.
St. Charles Accom., (Sundays excepted).....	10.20 a. m.	8.00 a. m.
".....	4.45 p. m.	3.30 p. m.

OHIO AND MISSISSIPPI RAILROAD.*		
Mail (Sundays excepted).....	5.00 a. m.	11.15 p. m.
Lightning Express (Sundays excepted).....	6.45 a. m.	8.30 a. m.
Night Express (daily).....	3.15 p. m.	1.25 p. m.

ST. LOUIS, VANDALIA AND TERRE HAUTE AND ILLINOIS CENTRAL RAILROADS.*		
Day Express (Sundays excepted).....	7.30 a. m.	10.50 a. m.
Cairo Express (Sundays excepted).....	3.45 p. m.	12.30 p. m.
Night Express (Saturdays excepted).....	6.30 p. m.	9.50 p. m.

BELLVILLE AND EAST ST. LOUIS RAILROAD.		
Daily (Sundays excepted).....	8.30 a. m.	7.45 a. m.
".....	12.30 p. m.	11.25 a. m.
Daily.....	5.30 p. m.	4.45 p. m.
Sunday train.....	9.30 a. m.	8.55 a. m.

SOUTH PACIFIC RAILROAD.		
Trains leave the Seventh street (Pacific) depot daily, except Sunday, at 7:35 a. m., for all stations.		
*The time mentioned for the departure of the trains of these roads is the time at which the omnibuses leaves the Planters' House.		
Other roads the time given is that at which trains leave the depots.		

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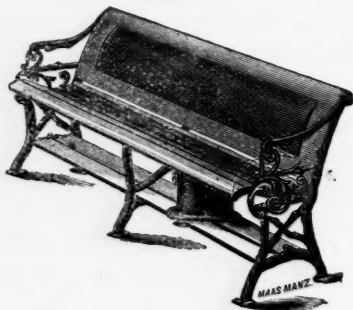


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At the last meeting of the STATE TEACHERS' ASSOCIATION, the following resolution was unanimously adopted:

RESOLVED, That a Journal devoted to the interests of Education is demanded, and that we take pleasure in recommending to the Teachers of this and other States,

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